

Strengthening COLABORATION Partnership for Vocational SCHOOL Quality Improvement

ZainalArifin

Automotive Engineering Department, Faculty of Engineering State University of Yogyakarta

Abstract

Cooperation between vocational high schools and industries is built to improve the efficiency and effectiveness of education in providing qualified education by making use of all available resources and performing power-sharing with stakeholders within the framework of partnership. Partnership that has been established between industry and vocational schools provides considerable benefits for both parties, especially as improvement tools in developing competence-and-industrialneeds-oriented education, to produce students who have proper attitude and skills needed by industry and businesses.

Forms of cooperation between vocational school and industry in developing and aligning those goals are aligning and developing sustainable communication on the condition and development of industry and its competence needs and adjust them with the educational program in secondary vocational schools (SMK), that the students acquire proper and sufficient knowledge to compete on work market. On the other side, business sector obtains employee in accordance to its specifications and requirements.

Reliability of the development of cooperative partnerships between vocational high school (SMK) and business sector is pursued through a more professional collaboration management including planning, organizing, development, implementation and supervision, as a reference for the development of vocational education and skills training to improve the relevance and quality of vocational school graduates.

Key Word : partnership collaboration, vocational school

1. Introduction

Education is the most strategic sector in the national development since improvement in the quality of people who become the subjects of development can only be achieved through education. Education may provide sufficient knowledge, skills and attitudes as well as develop a variety of skills needed by every member of society. In global perspective, education plays roles in: 1) personal development, 2) employability or work skills development, 3) nationality development (citizenship), and 4) culture transmission and transformation.

The most appropriate education to face globalization challenges is vocational education which is oriented to the industry and put an emphasis on learning approach and is supported by an appropriate curriculum. Education in Indonesia, particularly vocational education is supposedly able to prepare skilled workforce that can fill the needs of development, changing the status of the student from load status into the nation's assets, create reliable and superior professional human resources to face global competition.

Currently, the development of vocational education organization of has shown encouraging results. However, it must be admitted that on its implementation there are still some problems faced, so the effectiveness is still questionable, even the

existence of vocational education as one of the pathways leading to improvement of competence and competitiveness of human resources is still questionable.

Sumarno (2008) said that currently vocational education still faces obstacles of qualitative and quantitative equivalence. Qualitative equivalence emerges because of quick technological developments in the industry resulting in gaps between the competency of vocational high school graduates with the competencies required by the industrial world, while quantitative equivalence occurs due to the imbalance of number of existing jobs with number of education outputs who are looking for a job. Table 1 below shows the condition of vocational high school in Yogyakarta.

Table 1. Number of schools, students and teachers of vocational school in City of Yogyakarta 2008-2010

Item	Status	Year		Growth (%)
		2008/2009	2009/2010	
Schools	State	7	7	1,02%
	Private	20	19	
	Number	27	26	
Students	State	9500	9915	2,41%
	Private	5732	5946	
	Number	15232	15861	

Teachers	State	887	868	0,5%
	Private	656	649	
	Number	1543	1517	

Source : Yogyakarta education office

Louis L Warren (2004) argues that some of the problems which often come to the surface, among others, is limited infrastructures and facilities owned by vocational education which is still far behind the condition in the industry.

Sulipan (2004) concluded that the gap between the available equipment owned by vocational schools and by the industry is still wide apart. In addition, Sulipan (2004) also stated that vocational schools have not been able to empower all of potential and resources existing in their environment. If students are only given the opportunity to develop themselves according to the capabilities of the school, their understanding quality will not be optimal. It happens because the ability of tools and resources owned by the school are very limited. Therefore, to achieve the expected competency, Sulipan recommends a cooperation with industry to empower all of available potentials and resources.

2. Cooperation on Vocational School

According to Thomson and Perry (2006), Cooperation have different degrees, ranging from coordination and cooperation to a higher degree of collaboration. The differences lie in the depth of interaction, integration, commitment and complexity in which cooperation lies in the slightest degree, while collaboration at the highest level. In this sense, it is shown that collective action is in a higher level of collaboration rather than cooperation and coordination. Collaboration is a collective process in the formation of a unity that is based on mutually beneficial relationships (mutualism) and a common purpose of organizations or individuals who have autonomous power, so conceptually collaboration is much more effective than cooperation which must be directed and harnessed for greater common interest.

For vocational education, the cooperation that is built with the industry is very proper, especially in developing resources (Lawrence C. Scharmann, 2007). According to Marilyn J. Amey, Pamela L, C. Casey Ozaki (2007), with the cooperation between vocational education and industry, it is expected that there will be a benefit to use various facilities. Meanwhile, according to Trace Allen (2007) and McLean (2004) a cooperation between vocational schools and the industry has considerable benefits for both parties, especially as tools of improvement.

Industrial world as a partner should be able to walk along and grow with vocational education. Therefore, both sides should be able to work together in achieving common goals. An approach

that can be used for vocational education and the industry world according to Ian Smith (2006) is a partnership approach. In line with that according to Henrietta Bernal (2004) and Susan Bodilly, et. al (2004) forms of cooperation between educational world and the industrial world can be developed through a community framework around the school environment in order to utilize and empower all potential and resources around the school. As a community, according to Suzanne R. Hawley (2007) and Jason, Leonard, (1997: 89), schools and businesses can establish mutually beneficial cooperation in solving any problems encountered together.

Departing from some of these problems, there is a need of efforts from educational institutions and businesses to jointly develop education, so that the purposes of business and educational institutions can be achieved and harmony. Form of cooperation between education and industry in developing and aligning the goals is aligning and developing sustainable communication toward industrial conditions and development as well as industrial competence needs with the educational program in secondary vocational schools (SMK) so that students can acquire adequate and sufficient knowledge to compete in work market. On the other side, business world will get proper employment in accordance to its the specifications and requirements.

Vocational education should be able to develop networks of cooperation in promoting the organization and achieving educational goals (Ori Eyal, 2008). Networking is very important for the sustainability and advancement of an organization and even a nation. Cooperation is a basic requirement for vocational schools as a follow up of productive learning aspects as the hallmark of vocational schools. Development of braided network of cooperation between vocational schools and industrial world is possible for schools to provide greater opportunities for the students to obtain productive skills that match with the needs of the community.

School is a systematically social institution which consists of interrelated and inter-influenced components. The main components of the school are students, educators and other education personnel, curriculum, and educational facilities. In addition, the community as a stakeholder also has a considerable influence on the process of organizing and improving the quality of education. In this case, the community is a stakeholder who should be able to work together in synergy with the schools

Educational activities undertaken at the school is essentially a continuous process of student learning, which led to the goal to produce qualified output. In the organization of educational activities, there is a functional relationship between other

educational resources with human resources as the driving force. As a process, the organization of educational activities requires a planned and systematic way so that a variety of educational resources can be used optimally to achieve efficiency and effectiveness. This process involves various resources through a cooperative effort to achieve goals effectively and efficiently.

In line with the growing magnitude of the problems and demands for education, especially in following the development of science and technology, education institutions, particularly vocational schools, are required to further develop their potential through collaboration with stakeholders. Cooperation is needed to grow and develop networks to improve utilization capacity of resources as well as mastery of science and technology.

Partnership, according to Webster's Dictionary, is a relationship that is built by one party against another who has specific characteristics required by the other party and usually involves close cooperation between and similar responsibilities. The most important idea in this definition is shared responsibilities and responsibility.

The two sides with different backgrounds share interests which allow them to work together for mutual benefit. Each step must be planned in harmony with each other and synchronized, so that each of party realize other's steps. The basic assumption of the mechanism of collaboration between community with the vocational education institution (SMK) is a partnership that is built to create benefits, that is increasing public active participation, especially the industrial world and successful vocational education programs. Partnership (collaboration partnership) according to Rosalind Fosskett (2005) can be understood simply as a personal bond of cooperation between individuals or organizations to produce mutual benefits.

Furthermore, Saunders & Machellin Rosalind Fosskett (2005) said that collaboration is a growing trend in educational institutions to give students experience in work world. Hence, it is a hidden curriculum in education even though in the end is explicitly listed in the curriculum as a form of field work experience to be followed by students. According to Greg Wise (1998) important components of successful partnership (collaboration partnership) with a community area responsible team, commitment of every stakeholder and common goals to be achieved.

In an effort to increase relevance to meet the workforce needs, the cooperation should be built in a model of partnership, that is developing a mutually beneficial cooperation between schools

and industry and share responsibility and potential resources owned by each party.

To create a highly competitive vocational education institutions, it should establish cooperation with other institutions or agencies, both local and multinational companies, or private. This effort aims to improve the quality of academic and professional education. According to Tracey Allen (2007) and Marilyn J. Amey (2007), the concrete result of the partnership is expected to give benefit particularly in supporting the implementation of academic and professional education programs. Along with various emerging demands, some forms of partnership between schools and business community has sprung up in different forms and nature in accordance to the agreement and demand on each side. According to Ian Smith (2006), Henrietta Bernal et. al. (2004) partnership is basically an implementation of activities carried out by two or more parties who have equal position or level and mutually beneficial. Partnership is being implemented in order to achieve mutually agreed goals.

Babacan and Gopalkrishnan (2001) explained that the application of the concept of sustainable development is an implementation of the human development approach which is characterized by the implementation of social services oriented development through the fulfillment of basic needs in the form of social services in health sector, improved nutrition, sanitation, education and income and improvement the welfare of society. Therefore, according to Ian Smith (2006), stakeholders have to change the paradigm of development to human centered development (people centered development) and community empowerment-oriented (public empowerment) to create development actors as well as to foster community participation in the development, independence and working ethos. The focus of attention of human-centered development (people centered development paradigm) paradigm is the development of man (human growth), welfare (well being), justice (equity) and sustainability.

To create qualified empowerment, all related parties; that is the community, governmental officials and local administrations at all levels, as well as staffs of private sector or third sector should be involved in all aspects of the development and implementation of the program (Greg Wise 1998). Included in the initial identification, preparation, analysis, and studies, planning the details of the program, as well as all aspects of the implementation of the program. The main benefit obtained by the use of this community empowerment approach, particularly in field or on-site service, is that the service recipient will be motivated to become more involved in developing and in some cases providing services.

As we have understood that education is growing along with human civilization, even in the process of community development, education took part in donating processes of supporting pillars of society. In a further development, education has become an instrument of social forces to develop a system of community development that are relevant to the demands of changing times. Basically, education is a social activity, with its all components such as facilities, programs, etc., that should be designed and tailored to the needs of the community, so that each product of the institution can meet the needs of the community. Hence, when education revoke its base from the community, it education will lose its relevance, and furthermore the plunge can be misleading to the interests of the society.

Therefore, education world should develop a learning device that produces human who are fit with the atmosphere and global demand, in form of a mastery of information technology, providing professional, skilled and efficient human resources for the community. Proficiency in applying science and technology and progressive toward modernization are absolute provisions that must be shared by all nations in the world who want to have a new social order to survive in the intangible globalization.

Community is basically a vehicle that is needed in the academic world including those related to the learning process. Through the community, ideas emerge from its members can progress through continuous assessment so that in the end original ideas that can solve a growing problem in the community born. Community development according to Greg Wise (1998) is a movement process or society changes from a state to better conditions. Community development model according to Jones and Silva in Greg Wise (1998) includes problem solving, community building, and system interaction.

The model of community development contains a meaning that all members of the community have a commitment in the process of developing mutual interests including advancement, betterment, capacity building, empowerment, enhancement and nurturing. In the development of mutual interests, each member of the community to develop and empower all of its potential in utilizing every owned resource to be developed to realize a common goal (Ann Connor, 2007).

According to Michael Baker et. All (1997: 3), Community base education is a concept of empowerment and partnership. The concept of empowerment can be interpreted simply as a process of power or thrust giving to form a transformative interaction to the community; among others: support, empowerment, the power of new ideas, and independent power to form new

knowledge. Meanwhile, according to Henrietta Bernal et.al, (2004: 33) a partnership is a relationship or a cooperation between two or more parties, based on equality, openness and mutual benefit, or provide benefits. Community participation is conceptualized as a self-improvement initiative to all activities that have benefits on self-development. Thus empowerment, partnership and participation have a strong inter-relationships and is fundamental in building a knowledgeable society.

Empowerment, partnership and participation have a strong and fundamental interrelation. Educational institutions, especially vocational, have to boost the community when establishing a partnership. The forged partnership has to be based on the principle of "working together" with the community instead of "working for" the community. Therefore, vocational schools need to provide encouragement or empowerment to the people to create active community participation. Building a qualified education can not be separated from efforts to increase capacity, leadership and community participation, however vocational schools also need to build and foster partnership networks with relevant parties (stakeholders), such as professional bodies, other industrial associations, business, industry, donors/sponsors, related sectors, community organizations, and community leaders.

Cooperative partnership between the vocational school and the industries in developing the quality and educational relevance is a paradigm that shows the relationship among several important concepts, objectives and processes in society organization activities that is focused on improving the quality and relevance of education to the needs of industry. The main concepts of the model is partnership, relevance of education, values and beliefs, knowledge, participation, capacity and leadership that is based on the implementation of trust and mutual benefit principles. Cooperative partnership among vocational schools and industry and related parties with the community is depicted as a linking line of existing components. This provides an understanding of the need for collaborative efforts in combining each potential required to develop a strategy to improve the quality and relevance of education. Tabel 2 below shown the achievement of stakeholder involvement due to the education national standard on vocational high school.

Table 2. Involvement of stakeholder on achievement vocational high school quality

No	Item	Resume
1.	preparation of the vision	Not involved

	and mission of the school	
2.	Curriculum development	40% involved
3.	Supporting on curriculum development	Information of technology and competency
4.	Syllabus development	30% involved
5.	Supporting in learning process	20% involved
6.	Supporting on human resources development	Training for teacher and technician
7.	Facility development	10% involved
8.	School management	Not involved
9.	Involvement on school development	20% involved
10.	Involvement on school financing	Not involved
11.	Supporting on school financing	10% involved
12.	Involvement on school evaluation	Not involved
13.	Supporting on school evaluation	10% involved

On its development, community education base has been widely implemented in various fields particularly in promoting community participation and empowerment to overcome various problems that occur in society. There are two crucial things in the development of community base education that is process and impact of the implementation. Process puts more emphasis on the empowerment, while impact (outcome) focuses more on its success in overcoming the problem.

Improving the quality of education is not as easy as turning the palm of the hand. It requires a strong commitment from all components of this nation since there are many related and interconnected factors which influence each other. Although there are many challenges to face, the policy of improving the quality of education needs to have support and commitment particularly from educational executive in the field. The support and commitment can be implemented in the form of a critical attitude towards innovation program that will be applied.

The concept of partnership approach is in line with community-based management approach (community base education), in order to improve the quality of education. In addition, it should be understood that in a series of educational policies, school is a forefront institution in educational activities which will determine the success or

failure of the policy. Therefore, schools should be given authority to manage itself independently.

The concept of community-based education offers a close cooperation among schools, community, governments and businesses with their respective responsibilities. The development of CBE concept is based on a desire of granting independence to schools to actively and dynamically, improve the quality of education through the management of existing school resources. Schools must be able to interpret and capture the essence of macro policies of education and understand its environmental conditions (strengths and weaknesses) and then through a planning process, schools must formulate it into micro policy in the form of -priority programs to be implemented and evaluated by the school in accordance to its vision and mission. Schools should set targets for the quality of next year. Thus, the school is independent but still in the frame of reference of national policy and is supported by an adequate supply of inputs, has a responsibility towards the development of its resources according to the learning needs of students and the community.

With the establishment of education decentralization in Indonesia since 2001, it is hoped that there will be an improvement in the quality of educational organizations up to school level. The impact of decentralization is important for creating effects on the capability of the organization which in turn is expected to affect the performance of the educational organization. One of the realizations of educational decentralization at school level is the implementation of school based management (SBM). In drawing up the implementation strategies of SBM, there is a very important factor with respect to the diversity of school conditions in Indonesia both in terms of quality and location as SBM requires reliable management capabilities and active community participation.

3. Conclusion

As a system, education consists of three components: input (input), process and output (outcome) components. Educational inputs can be classified into three groups, namely: (1) instrumental input, which consists of the Program (GBPP), materials and learning resources, methods and learning media, learning facilities, teachers / educators and instructional systems management, (2) raw input, i.e. students with all of their potential and basic abilities such as: learning ability, achievements that have been held, attitudes, interests and motivations, habits, personality and maturity, (3) environmental input, consisting of: nature (time and place) family socio-economic, socio-cultural of the community and others.

The second component in the education system is the process of education itself. This educational process relates with how the educational activities are processed / packaged, which in practice is carried out through activities and management of learning activities or commonly referred as the learning process (PBM). Through the management function, education is processed through minimum four phases, namely planning stage of education, organization of education, educational guidance and supervision of education (Hasibuan; 2007). The fourth function is often reduced to three only, namely planning, implementation and supervision. Meanwhile, in the process of learning, educational activities relates with the duties of teachers in the learning process, which consists of the planning, implementing and evaluating teaching and learning activities (Suryosubroto; 2004).

The second component of the educational system will ultimately lead to the third component, that is the result (output) that can be in the form of student learning outcomes. In this case, the outcomes can be the attitude, knowledge and skills obtained by the students after the completion of the educational programs. If related to the cost of education, the whole component can not be separated from the fee. To achieve highly qualified education, it depends strongly on the quality of the educational process taking place itself.

REFERENCE

- Allen, Trace. 2007. Building successful partnerships: lessons from the Specialist Schools Achievement Programme (SSAP). *School Leadership and Management Journal*, Vol. 27, No. 3, July 2007, pp. 301-312.
- Amey, J Marilyn, Pamela L, C. Casey Ozaki. 2007. Demands for Partnership and Collaboration in Higher Education: A Model. *New Directions For Community Colleges*, no. 139, Fall 2007. Wiley Periodicals, Inc.
- Bernal, Henrietta, 2004. Essential Concepts in Developing Community-University Partnerships. *Public Health Nursing* Vol. 21 No. 1, pp. 32-40. Blackwell Publishing, Inc.
- Bodilly, Susan, et.al. 2004. Challenges and potential of a collaborative approach to education reform. RAND Corporation : Santa Monica, California.
- McLean, E. James and Behringer A. Bruce., 2004. Establishing and evaluating equitable partnership. *Journal of community engagement and scholarship* Vol. 1 No. 1
- Scharmann, C Lawrence., 2007. A Dynamic Professional Development School Partnership in Science Education. *The Journal of Educational Research*. Copyright © 2007 Heldref Publications March/April 2007 [Vol. 100(No. 4)]
- Smith, Ian, 2006. Models of partnership developments in initial teacher education in the four components of the United Kingdom: recent trends and current challenges. *Journal of Education for Teaching* Vol. 32, No. 2, May 2006, pp. 147-164. Taylor & Francis
- Sulipan, 2004. *Pengelolaan pendidikan dan pelatihan berbasis kompetensi* nsikejuruan pada Sekolah Menengah Kejuruan. Abstrak Disertasi. Bandung : PPS-UPI. Diambil dari situs : (<http://pages-yourfavorite.com/ppsupi/disertasi2004.html.08-2006>).
- Sumarno, 2008. Employability Skills dan Pengaruhnya Terhadap Penghasilan Lulusan SMK Teknologi dan Industri, *Jurnal Kependidikan Lembaga Penelitian UNY*, Tahun XXXVIII, Nomor 1, Mei 2008, Yogyakarta: LLPM UNY.
- Thomson, Ann Marie and James L. Perry. 2006, *Collaboration Processes : Inside the Black Box*, paper presented on Public Administration Review; Dec, 2006; 66, Academic Research Library, pg. 20
- Warren L Louis and Henry A. Peel. 2004. Collaborative Model For School Reform Thought A Rural School/University Partnership. *Education Journal* Vol. 126 No. 2
- Jason, Leonard. (1997). *Community building : values for a sustainable future*. Westport : Praeger Publishers.
- Suzane R. Hawley, Craig A. Molgaard and Elizabeth Ablah, (2007) Academic-Practice Partnerships for Community Health Workforce Development. *Journal of Community Health Nursing*, 2007, 24(3), 155-165 Copyright © 2007, Lawrence Erlbaum Associates, Inc.
- Ori Eyal, (2008). Caught in the net: the network-entrepreneurship connection in public schools. *International Journal of Educational Management* Vol. 22 No. 5, 2008 pp. 386-398 q Emerald Group Publishing Limited 0951-354X
- Rosalind Foskett. (2005). Collaborative partnership between HE and employers: a study of workforce development. *Journal of Further and Higher Education* Vol. 29, No. 3, August 2005, pp. 251-264
- Greg Wise (1998). An EPA/USDA Partnership to Support Community-Based Education. Discussion Paper Appendix
- Allen, Trace. (2007). Building successful partnerships: lessons from the Specialist Schools Achievement Programme (SSAP). *School Leadership and Management Journal*, Vol. 27, No. 3, July 2007, pp. 301-312.
- Marilyn J, Amey, Pamela L, C. Casey Ozaki. (2007). Demands for Partnership and Collaboration in Higher Education: A Model. *New Directions For Community Colleges*, no. 139, Fall 2007. Wiley Periodicals, Inc.
- Babacan H; Gopalkrishnan N. (2001). Community work partnerships in a global context *Community Development Journal*; Jan 2001; 36, 1; Academic Research Library pg. 3
- Ann Connor, Laura P. Rainer, Jordan B. Simcox, and Karen Thomisee. (2007). Increasing the Delivery of Health Care Services to Migrant Farm Worker Families Through a Community Partnership Model. *Public Health Nursing* Vol. 24 No. 4, pp. 355-360. Blackwell Publishing, Inc.